DOCUMENT RESUME

ED 298 262 CE 050 751

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TITLE Maintaining Interest in Operator Requal Training.
PUB DATE 22 Sep 88
NOTE 29p.; Paper presented at the Annual Midwest Nuclear Training Assocation Nuclear Instructors' Workshop (3rd, Columbus, OH, September 21-22, 1988). Document printed on colored paper.
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Educational Needs; *Nuclear Power Plant Technicians; *Professional Continuing Education; *Refresher Courses

ABSTRACT

A study reviewed operator training programs at Oyster Creek Nuclear Generating Station to determine their interface with plant operations and to devise new ways of maintaining interest in requalification (requal) training. The operator training review committee that was formed to implement the review documented over 100 issues and concerns pertaining to the overall quality of the operator training effort and the attitudes and perceptions of operators and instructors while they worked in the training environment. These were later consolidated into over 50 specific issues/concerns pertaining to the following subject areas: operator training policy and practices; communication between operations and training department personnel; requalification program scope, content and schedules and examinations; instructor credibility and experience; operator training classroom environment; and miscellaneous operator training issues. According to the review, a full-time operations training coordinator is needed, communications between operations and training department personnel need improvement, responsibilities for training operators must be defined, staffing levels of the training sections are inadequate to meet future needs and requirements, operator training group capabilities should be upgraded, and the operator training classroom environment needs to be improved to provide more effective training. (MN)

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THIRD ANNUAL MNTA NUCLEAR

INSTRUCTOR'S WORKSHOP

"MAINTAINING INTEREST IN OPERATOR

REQUAL TRAINING"

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OYSTER CREEK NUCLEAR GENERATING STATION

GPU NUCLEAR CORPORATION

U.S. DEPARTMENT OF EDUCATION
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September 1988

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Several months ago I was asked to participate in the Third Annual MNTA Nuclear Instructor's Workshop. The area I voluntered to support is one of the greatest challenges facing nuclear trainers on a day-to-day basis: Maintaining Interest in Operator Requal Training.

During the past year Oyster Creek has experienced a very dynamic year. One area that has received a lot of attention is Operator Training. Over the years issues and concerns have surfaced around the training of operators which were dealt with on a one-by-one basis. Many have had an impact on maintaining interest. Never have we stopped to take an in-depth look at ourselves to see what limits our effectiveness.

A decision was made late last year to take a candid in-depth view of our Operating Training programs and our interface with Plant Operations. The Operator Training Review Committee (OTRC) was the vehicle to introspectively look at ourselves and develop recommendations to strengthen our overall program. The bulk of our decisions focused on Operator Requal Training. When you look at that focus you will notice it is slanted towards our Licensed Operators.

This introspective analysis did not focus on NRC or INPO type concerns which tend to look closely at curriculum documentation and training records. Rather we tried to look closely at the interface where the "rubber meets the road" -- how we work together, identify our disconnects, make greater efforts at team building between Plant Operations and the Operating Training organization.

Were are we now? Within the past three months the corporation has rotated several key personnel who were not in their positions at the beginning of the OTRC process. The V.P./Plant Director (Station Manager), the Operations Director, and the Operator Training Manager are all new numbers. They met with the Director of the Training & Education Department (my boss) and myself to review the key issue recommendations made in the report. These recommendations were all accepted and I've been tasked with preparing a detailed set of action plans to outline how we should implement the recommendations. Currently these are in draft form ready for review and implementation.

Many of you are looking for answers to how we can maintain interest in Operator Requal Training. It's my opinion that there aren't any easy answers. If there were, they would have been implemented with the smart people we have around. Instead I'm sharing with you a process that we used to try and get our arms around this critical concern.

The OTRC was a very risky venture in the beginning. No one knew what we'd uncover or whether we could treat one another professionally. By professional I mean candid, as objective as possible and respectful of the man in the other organization. Our greatest accomplishment to date was the dialog that unfolded through the process by the members of the OTRC. The exchange of ideas and information was among the best and healthiest I've personally ever experienced. It's my opinion that for some individuals it was the first time in a long while that their input was solicited and actually heard. We documented over 100 issues/concerns, some reports or variations of common themes. These were then distilled to over 50 specific issues/concerns.

I have selected the most important parts of the 152 page OTRC Final Report for your use. You will probably recognize some of the specific issues/concerns. Many are common to our industry and others are common to all disciplines as well. The recent NRC initiatives in open reference examinations has stirred the pot some more. Oyster Creek Operator Training and Plant Operations are using the OTRC report and recommendations as an important navigation tool to chart its future course. I have the personal expectation that implementating these key issue recommendations will go a long way towards maintaining interest in Operator Requal Training.

B. INTRODUCTION

In November 1987, the GPUN Office of the Fresident instituted a corporate mandate specifically directed towards the Oyster Creek Nuclear Generating Station. This mandate directed all members of the plant and support functions to recommit to the pursuit of excellence in all areas devoted to the safe and efficient operations of the plant. As part of this effort, one important management concern was the effectiveness of the plant operator training programs, as related to 1) training program scope, content and instructor personnel effectiveness, 2) operator needs and attitudes towards training and 3) senior GPUN management understanding and support of the overall operator training process.

Accordingly, the Director of Training and Education created an Oyster Creek Station Operator Training Review Committee (OTRC)(see attachment 1). The OTRC was to provide an in-depth investigation of the issues of concern regarding the operator training process. This process would identify the barriers which prevent the programs and organizations from meeting their commitments to excellence.

The OTRC was established in January of 1988 with a two-fold charter to identify and resolve issues/concerns about 1) the overall quality of the Operator Training effort and 2) the attitudes and perceptions maintained by Operators and Instructors while they worked in the training environment.

The OTRC membership consisted of the following individuals who represented the Plant Operations and Training Departments.

- H. Lapp, Chairman and Manager of Plant Training
- R. Brown, Manager of Plant Operations
- G. Cropper, Operator Training Manager (GOS)*
- R. Davidson, Mgr., Simulator Development, (Opr. Trng. Mgr.)*
- M. Godknecht, Instructor III, Operator Training
- E. Growney, Operations Control Manager (Acting)
- D. McMillan, Startup & Test Manager (Supervisor LO/NLO Trng.)*
- S. Parsons, Manager, Corporate Training
- C. Rigsbee, Operations - Control Room Operator
- H. Tritt, Supv., LO/NLO Trng. (Instructor IV - Operator Trng.)*
- D. VanBlarcom, Operations - Group Shift Supervisor
- F. Kelly, President, PQS Corporation, Consultant

*The first title indicates current position while the title in parentheses indicates the individual's title at the beginning of the OTRC effort.

The Operator Training Review Committee, which will throughout the report be alternatively referred to as the "OTRC" or "the Committee" met for the first time on January 20, 1988. This meeting began with a statement of the proverb "we can't begin to do things differently until we get to see things differently".

The OTRC met on six (6) separate occasions with the first meeting convening on January 20, 1988. Subsequent meetings held: February 18, March 4, March 21, April 19, April 25 and June 7, 1988.

The mechanics of the OTRC meetings consisted of

1) identification of all of the issues pertinent to the operator training process,

2) presentations by selected members of the OTRC who provided source material to support or clarify these issues,

3) the creation and participation of working groups made up of the OTRC membership,

4) the assembly and approval of individual issue discussions and recommendations for issue resolution, and

5) rating the identified issues/concerns into one of three priority categories, designated as High, Medium, or Low.

The report continues with Section C describing the methodology used in the process, Section D presenting an analysis of the results and Section E, F, & G identifying, displaying and discussing the key issues. Finally, the entire list of OTRC High, Medium and Low issues complete with High and Medium issue detailed discussions and recommendations is included in Sections H and I.

The OTRC identified and analyzed over 50 issues/concerns. Right at the outset, the Committee recognized that the issues/concerns were oriented towards two different levels of management due to the amount of authority necessary to implement its recommendations. The first level of implementation was for senior management issues/concerns where issue resolution required Vice President or Director decisions. The second level of implementation belonged to the management represented on the OTRC from the Operations and Training organizations. These issues/concerns could be implemented within the scope of authority of either the Manager of Plant Operations or the Manager of Plant Training.

The issues/concerns addressed were identified by evaluations of the data obtained during the interviews of Oyster Creek plant management, operators and training instructors. Further, the issues were grouped according to the following six (6) general subject area designations. The subject area groupings were:

1. Operator Training Policy Issues

2. Communication between Operations & Training Department Personnel.

3. Requalification Program Scope, Content and Schedules and Examinations

4. Instructor Credibility and Experience

5. Operator Training Classroom Environment

6. Miscellaneous Operator Training Issues

These issues/concerns were ranked in order of significance and priority, i.e., high, medium, or low importance defined as follows:

HIGH IMPORTANCE	• Significant contribution to improve Training or the interface between Operations and Training Groups.
	• Significant impact on the efficiency and effectiveness of Training.
MEDIUM IMPORTANCE	• Moderate contribution and impact.
LOW IMPORTANCE	• In the near term, minimal potential impact or not much payback to an overall effort.

Finally, the OTRC discussed each issue in detail and presented recommendations or strategies for issue resolution. Each of the forty-three (43) HIGH or MEDIUM IMPORTANCE issues were further evaluated and synthesized such that fewer but more significant KEY operator training issues were identified. Many of the individual issues/concerns are interrelated. These key issues were then supported by issues from the list of HIGH and MEDIUM importance items, as appropriate. Section F of the report contains a matrix which correlates the specific issue/concerns to the key issues. These key issues are our most significant "blue chip" issues (Section E). The issues/concerns were then sorted into the two management level implementation categories during the early meetings for further processing. These categories were thoses issues/concerns which needed resolution by senior managers and those that were resolvable by Operations and Training management represented on the OTRC. Once

the key issues were identified and correlated to the specific issues/concerns, these two categories were no longer identified as such. Rather, the action plans proposed in Section A of this report identify the appropriate level of management necessary to implement the OTRC recommendations.

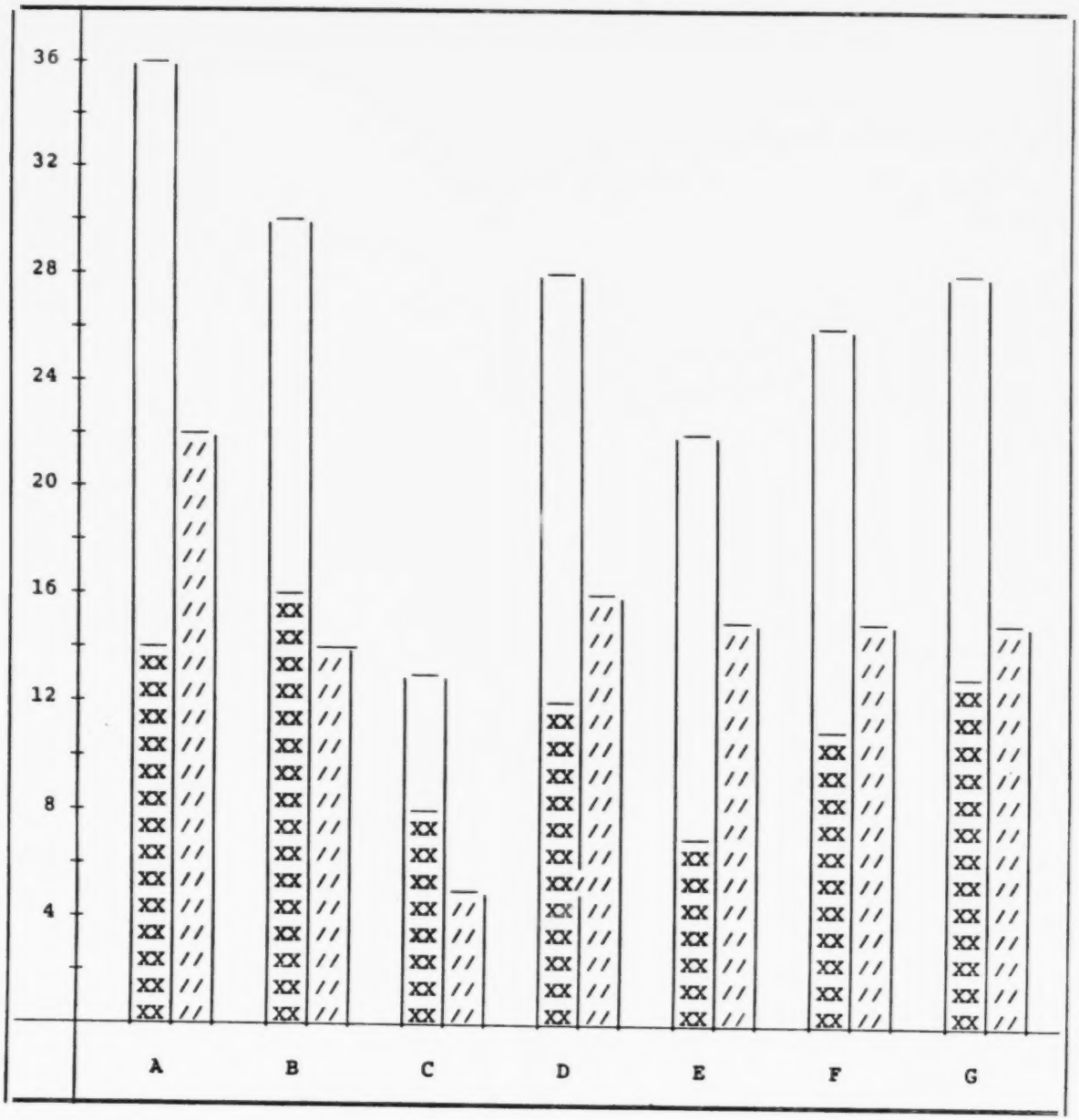
The data from the Matrix found in Section F, comparison of key issues to the specific High and Medium issues/concerns, was analyzed, displayed below in Table 1.

TABLE I

Analysis of key issues to the correlation of the High and Medium issues/concerns.

	Key Issue Description	# Highs	# Mediums	Total #
A	Full Time Ops. Trng. Coord.	14	22	36
B	Communications	16	14	30
C	Who's Responsible for Training	8	5	13
D	Staffing Levels	12	16	28
E	Requal Scope and Control	7	15	22
F	Upgrade Group Capability	11	15	26
G	Upgrade Classroom Environment	13	15	28

The data was graphed to plot the total number of Highs and Mediums, the number of Highs only, and the number of Mediums only for each key issue. From analyzing the graph, located on the next page, it was possible to rank order the key issues to determine their overall priority when compared to one another. This ranking can be seen in Table 2.



LEGEND

XX HIGH

// MEDIUM

TOTAL ITEM #'S

RANKING/CRITICALITY

A

B

D/G

F

E

C

12

TABLE 2

Priority Ranking of Key Issues

PRIORITY	KEY ISSUE DESCRIPTION
1	Full Time Ops. Training Coordinator
2	Communications
3 *	Staffing Levels
3 *	Upgrades to Classroom Environment
4	Upgrade Group Capability
5	Evaluate Requal Scope and Content
6	Who's Responsible for Training

* These two key issues were evaluated as being of equal priority.

A discussion of the conclusions reached from this analysis can be found in the Summary, Section A. The action plans and implementing time schedules can also be found in Section A. These are based on this analysis and conclusions.

KEY ISSUES IDENTIFICATION

The following key issues, identified during the process described above, are listed on the issue matrix table and matrixed against all of the OTRC identified high and medium importance items:

A. Need for full-time Operations Training Coordinator.

B. Communications between Operations Training Department needs improvement.

C. Responsibility for the training of operators needs to be defined.

D. Staffing levels for Operations and Operator Training sections are inadequate to meet future operator training needs.

E. Operator Requalification Training Program Scope and Content needs to be re-evaluated to meet future needs and requirements.

I. Operator training group capabilities need to be upgraded.

G. Operator training classroom environment needs to be improved for better training effectiveness.

An analysis of each of these key issues with regard to their significance in terms of related matrix items follows in the next section.

The Matrix displayed in this section highlights the interrelationship between the six (6) key issues and the high and medium priority issues identified by the OTRC.

Each of the high and medium priority issues are discussed in Section I of this report, along with specific OTRC recommendations for resolutions of each issue.

ISSUE GROUP DESIGNATIONS 1. OPERATOR TRAINING POLICY ISSUES 2. OPERATIONS & TRAINING DEPARTMENT COMMUNICATION 3. OPERATOR REQUALIFICATION PROGRAM SCOPE, CONTENT, SCHEDULES & EVALUATIONS 4. INSTRUCTOR CREDIBILITY & EXPERIENCE

SUMMARY OF OTSC ISSUES RANKED AS HIGH OR MEDIUM SIGNIFICANCE KEY OPERATOR TRAINING "BLUE CHIP ISSUES"	1a. Operator Training Responsibility (H)	1b. Operations & Training Staffing Levels (H)	1c. Initial Training Candidates Selection Policy (H)	1d. Operator Mode of Progression Policy (H)	1e. Approval of SRO Position Description	1f. SRO Incumbent Requal Examination Policy	1g. Revision of LRO Position Description	1h. Operations Plant Manual Maintenance Policy	1i. STA, RHO & LRO Initial Training Evaluation	2a. Communication Between Ops. & Training (H)	2b. Full-Time Operations Training Coordinator (H)	2c. Operators Need to View Trainers as Support	2d. Operator Education Regarding Forces that "Drive" Training	2e. Senior Management Education Regarding Operator Training (H)	2f. Operator Input Into Training Needs (H)	2g. Operator Participation in Instructor Training	3a. Operator SAT Program Needs Analysis (H)	3b. Operator SAT Program Systems Lectures Presentation (H)	3c. Pre-SAT Program Diagnostic Examinations	3d. LER Training Presentation	3e. Station Modification Training	3f. New & Revised Procedure Training	3g. Operational Diagnostic Training	3h. Generic Theory Training	3i. Performance of & Responsibility for On-Shift Operator Training	3j. RIS, Rad Protection, & Chemistry Training	3k. Individual System Component Training	3l. Subject Material Outline/ Synopsis Handouts	3m. Examination Bank Development	3n. RLO Requal Program Evaluation	4a. Upgrading Instructor Experience (H)	4b. Upgrading Instructor Credibility (H)	4c. Time for Instructors to Upgrade Technical Skills
* NEED FOR FULL-TIME OPERATIONS TRAINING COORDINATOR.	X	X		X	X		X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	
* COMMUNICATIONS BETWEEN OPERATIONS & TRAINING DEPARTMENT NEEDS IMPROVEMENT.	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X					X	X		X				X	X	X	
* RESPONSIBILITY FOR THE TRAINING OF OPERATORS NEEDS TO BE DEFINED.	X									X	X	X		X											X							
* STAFFING LEVELS FOR OPERATIONS & OPERATOR TRAINING SECTION ARE INADEQUATE TO MEET FUTURE OPERATOR TRAINING NEEDS.		X	X	X				X	X		X			X			X		X	X	X	X	X	X		X		X	X	X	X	X
* OPERATOR REQUALIFICATION TRAINING PROGRAM SCOPE & CONTENT NEEDS TO BE RE-EVALUATED TO MEET FUTURE NEEDS & REQUIREMENTS.		X			X	X					X				X		X		X	X	X	X	X	X	X	X	X	X	X	X		X
* OPERATOR TRAINING GROUP CAPABILITIES NEED TO BE UPGRADED.	X	X							X					X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
* OPERATOR TRAINING CLASSROOM ENVIRONMENT NEEDS TO BE IMPROVED FOR BETTER TRAINING EFFECTIVENESS.	X									X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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FIGURE 1

3. OPERATOR REQUALIFICATION PROGRAM SCOPE, CONTENT, SCHEDULES & EVALUATIONS														4. INSTRUCTOR CREDIBILITY & EXPERIENCE			5. OPERATOR TRAINING CLASSROOM ENVIRONMENT						6. MISCELLANEOUS OPERATOR TRAINING ISSUES			
a. Operator RQ Program Needs Analysis (H)	b. Operator RQ Program System Lecture Presentation (H)	c. Pre-RQ Program Diagnostic Examination	d. LOR Training Presentation	e. Station Modification Training	f. New & Revised Procedure Training	g. Operational Diagnostic Training	h. Generic Theory Training	i. Performance of 4 Responsibility for On-Shift Operator Training	j. MIS, Red Protection, & Chemistry Training	k. Individual System Component Training	l. Subject Material Outline/ Synopsis Handouts	m. Examination Bank Development	n. MIS Manual Program Evaluation	o. Upgrading Instructor Experience (H)	p. Upgrading Instructor Credibility (H)	q. Time for Instructors to Prepare Lectures (H)	a. Lack of GSS/OMS Classroom Leadership (H)	b. Lack of Professionalism in Classroom (H)	c. Classroom Discipline & Enforcement (H)	d. GSS Classroom Attendance with Shift Crew	e. Training Lecture Rescheduling/Cancellation	f. Ineffective Utilization of Study Periods	a. Integration of Licensed Operator, STA & Support Personnel Training	b. On-Shift Operator OJT Effectiveness (H)	c. OJT Usage of JPM's Evaluation	d. Validity of Operator Training Programs, Based on JTA's (H)
X		X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X		X	X	X
X				X	X			X					X	X	X		X	X	X		X			X	X	X
								X									X	X	X	X	X			X	X	X
X		X	X	X	X	X		X		X	X	X	X	X	X	X	X			X		X		X	X	X
X		X	X	X	X	X	X	X	X	X	X	X	X	X		X										
X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		X	X			X	X	X		
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

a. Need for Full-Time Operations Training Coordinator

This issue was initially raised at the first OTRC meeting due to an identified lack of coordination between Operations staff and Training staff with regard to operator training needs. It was considered only as a Medium importance item. However, the issue became increasingly more important as the OTRC identified and evaluated various other issues. At the completion of the April 25th meeting, it had become a unanimous "must" key issue with all committee members.

Evaluation of the matrix reveals that fourteen (14) of the identified High and twenty-two (22) of the Medium importance issues can be directly or indirectly resolved by the Operations Training Coordinator in the performance of his assigned duties. Thus, the OTRC strongly recommends the establishment of the Operations Training Coordinator position in the Oyster Creek Station Operations Department.

The committee was also of the opinion that the present level of part-time operator training coordination by the Operations Control Manager was considerably short of the total commitment level felt necessary for effectiveness as intended in this OTRC recommendation.

Finally, the OTRC itemized the position duties of the proposed Operations Training Coordinator and these are presented in Section I (p. 10) of the report.

b. Communications between Operations and Training Department needs Improvement

Throughout the course of the OTRC process, it was apparent that many issues could be eliminated or at a minimum partially resolved by improving communications between the Operations and Training Department staffs and their management.

Evaluation of the matrix reveals that sixteen (16) of the identified High and fourteen (14) of the Medium importance issues support the need for improved communication at various levels of the Operations and Training organizations.

Obviously, simply putting out a written mandate to all Operations and Training personnel instructing that "everyone communicate more effectively" will not be the solution to the overall communication problem. Accordingly, the Action Plan (Section A: Summary) of this report provides specific recommendations to resolve the various communication issues.

c. Responsibility for the Training of Operators needs to be Defined

The committee members provided a number of ideas about "who should be responsible for the training of operators". These ideas ranged from identifying the President of GPUN as the responsible individual to placing the responsibility squarely on the shoulders of the individual operator in training. The President of GPUN has stated that division management is responsible for the training and qualification of their personnel. The Training Department's role is to assist the division in meeting their training commitments.

The matrix indicates that eight (8) High importance and five (5) Medium importance issues indicate the need for a policy regarding the assignment of operator training responsibility.

The OTRC proposed resolution was to recommend that a meeting of the following individuals be convened to discuss this key issue and establish an appropriate policy statement regarding their respective accountabilities and responsibilities for the training of the operators.

- VP/Director, OC
- VP/Director, Quality and Training
- Director, OC Plant Operations
- Director, Training and Education
- Manager, OC Operations
- Manager, Plant Training
- Operator Training Manager

d. Staffing Levels for the Operations and Operator Training Groups are Inadequate to meet Future Operator Training Needs

This key concern was actively discussed in the latter stages of the committee's analysis. It was obvious after the initial presentations were made describing the requirements and what drives training that staffing levels in both organizations will be "critical path" to resolving the other issues/concerns. This key issue was supported by twelve (12) High importance and sixteen (16) Medium importance issues. A great deal of the effort required to analyze, develop, evaluate, document and maintain instructor qualifications is almost totally invisible to Management more than two (2) levels above our instructors. Even operators are frequently unaware of what must be done to develop and safeguard the various bases documents and standards contained in the training programs. Instruction is only the tip of the iceberg. It is recognized that it takes nearly two (2) years to fully qualify an individual to either operate or train with today's requirements. The Corporation must recognize that replacements cannot be instantly created and trained.

In addition, the implementation of many of the recommendations which will enhance our commitment to effectiveness and excellence are directly related to manpower. The creditability issue for trainers cannot be effectively or seriously addressed with the current workload and staffing levels. Operator burnout from years of shift work and overtime have a significant impact on plant safety and their effectiveness while in

training. Staffing levels in Operator Training should be immediately raised to agree with the currently authorized level for TMI-1, with the assumption that Oyster Creek's current workload is at least equivalent to TMI's. Longer term, a more in-depth analysis should be made to determine whether or not both organizations' manning is adequate since TMI-1's Training Management and staff strongly indicate that their level is not adequate. This later conclusion is based on discussions at T&E Manager meetings as well as Operator Training presentations at the 1987/1988 Annual Training Department Meeting held at Oyster Creek and Ft. Washington.

e. Operator Requalification Training Program Scope and Content needs to be Re-evaluated to meet Future Needs and Regulations

Again and again the recurrent theme throughout the OTRC process was the operator requal program. Most frustration found within both organizations centers on this program. To be more specific, this key issue is found to be supported or directly related to seven (7) High and fifteen (15) Medium specific issues/concerns that were identified. It cuts across the full spectrum of the training process from identification of specific content and implementing specific delivery strategies to several issues relating to operator examinations. The examination process is strongly related to the effectiveness of classroom teaching. Diagnostically pretesting operators the cycle or two before the content is presented will prevent material being taught which the operators already know.

On further review of the majority of topics discussed during OTRC meetings, the requal program continued to occupy the thoughts of the members. This is consistent with the focus through the industry. The recent NRC regulation change formalizes the need for Operations and Training to rethink the way requal training is constructed, implemented and evaluated.

f. Operator Training Instructor Capabilities need to be Upgraded

This key issue is supported or directly related to 28 out of 43 issues/concerns identified as being either High or Medium importance. The pedigree and quality of the instruction and content of the training materials is directly dependent on this one key issue. Other related issues include: instructor credibility, needs analysis of requal program, systems lectures in requal, modification and industry/plant experience training, diagnostic training, future simulator training, examination question development, operationally oriented requal exams (being required in near future by recent NRC rule change), time for instructors to prepare for instruction and development of OJT using job performance measures.

The experience GPUN gained during the TMI-1 remanded hearings proved how vulnerable our training programs are to criticisms of instructor qualifications, credibility, and experience. If these are issues which are festering through the perception of some of our operators and their supervision, then we may be remiss in our commitment to excellence if we do not address this key issue.

g. Operator Training Classroom Environment needs to be Improved for Better Training Effectiveness

This key issue was created by our evaluation of several of the original High and Medium importance issues that focused upon a lack of 1) GSS/GOS/GRSS leadership, 2) operator/instructor motivation and professionalism, 3) training classroom discipline.

Its importance was highlighted by the matrix display of thirteen (13) High importance and fifteen (15) Medium importance issues related to the training classroom environment.

The OTRC specific recommendations to resolve the components of this key issue are included in the Action Plan contained in the Summary of this report. However, it is recognized that the resolution of the communication improvement key issue is mandatory for any effective solution to the classroom environment issue.

OPERATIONS/TRAINING ISSUES

IMPORTANCE FACTOR		
	1.	**OPERATOR TRAINING POLICY ISSUES**
High		a. Who is ultimately responsible for the training of operators.
High		b. Staffing levels in the Operations and Training Departments need to be re-evaluated.
High		c. Initial training candidate selection timeliness must be considered.
High		d. Operator mode of progression policy needs to be established.
Medium		e. Inability to obtain acceptance/approval of non-licensed operator (NLO) position description is of concern.
Medium		f. NLO incumbent requalification examination policy needs to be established.
Medium		g. Revision of CRO position description is needed.
Medium		h. Operations Plant Manual (OPM) maintenance policy needs to be established.
Medium		i. EO, NLO and LO initial training program evaluation needed.
	2.	**COMMUNICATION BETWEEN OPERATIONS AND TRAINING DEPARTMENT PERSONNEL**
High		a. In general , communication between Operations and Training personnel needs improvement.
High		b. Need for full-time Operations staff individual to coordinate Operator training activities.
Medium		c. Need for operators to view training instructors as support personnel to satisfy their training needs, and respect them accordingly.

IMPORTANCE FACTOR		
	2.	COMMUNICATION BETWEEN OPERATIONS AND TRAINING DEPARTMENT PERSONNEL (CON'T)
Medium		d. Operators need to be educated concerning the forces that "drive" training; i.e., NRC, INPO, Company Policy.
High		e. Senior management should be educated regarding operator training process.
High		f. Operators should provide their input into what is desired in Requal. training.
Medium		g. Plant operators need to be cooperative when instructors-in-training request specific information.
	3.	REQUALIFICATION PROGRAM SCOPE, CONTENT SCHEDULES AND EXAMINATIONS
High		a. Needs analysis should be performed on Requal program learning objectives to categorize necessary to know, enhancing to know and interesting to know information.
High		b. Requal program repetition of systems review is tedious; need for only basic system review, followed by specific system detail coverage with alternative focus on I&C diagrams, diagnostics, evolutions and procedures - all presented in an operationally oriented fashion.
Medium		c. Consideration should be given to pre-Requal program diagnostic examinations.
Medium		d. LER training, particularly non-Oyster Creek specific LERs, needs to be more efficiently presented - lectures vis-a-vis required reading.
Medium		e. Operator training on Station modifications and related procedures needs to become more effective.
Medium		f. Process used to evaluate new or revised procedures for training significance needs to be re-visited.
Medium		g. Need for additional "operational diagnostic" training for the operators.

IMPORTANCE FACTOR		
	3.	REQUALIFICATION PROGRAM SCOPE, CONTENT SCHEDULES AND EXAMINATIONS (CON'T)
Medium		h. Deliver training on all generic (e.g., theory) areas covered in the Requal program every cycle, theory, et al.
Medium		i. Consideration should be given to the performance of and responsibility for on-shift operator training.
Medium		j. Need for additional nuclear instrumentation, radiation protection, materials and chemistry training for the operators.
Medium		k. Additional training on individual component details (limitorque valves, pump seals) is desirable.
Medium		l. Operators desire brief outline/synopsis handouts for every system.
Medium		m. Examination bank needs to be developed beyond present NRC examination bank scope.
Medium		n. Need for evaluation of non-licensed operator requalification program content and length.
	4.	INSTRUCTOR CREDIBILITY AND EXPERIENCE
High		a. Experience level of instructors needs to be upgraded.
High		b. Credibility of instructors needs to be improved.
High		c. Instructors need time to prepare for quality Requal lectures.
	5.	TRAINING CLASSROOM ENVIRONMENT
High		a. Lack of leadership in classroom.
High		b. Lack of professional attitude in classroom.
High		c. Need for policy on classroom discipline and enforcement on a consistent basis, including person (GSS/instructor) who is responsible.

IMPORTANCE FACTOR		
	5.	TRAINING CLASSROOM ENVIRONMENT (CON'T)
Medium		d. GSS not always with Requal crew, due to other duties.
Medium		e. At present, training rescheduled too often.
Medium		f. Ineffective use of study time during Requal training classroom periods.
	6.	MISCELLANEOUS OPERATOR TRAINING ISSUES
Medium		a. Need for better integration of licensed operator, STA and other support personnel training.
High		b. On-shift OJT operator training needs to be accomplished more effectively and efficiently.
Medium		c. OJT use of job performance me_ures controlled by procedure.
High		d. Validity of operator training programs is a concern, based on results and quality of JTAs.

ISSUES RANKED BY THE QTRC AS LOW PRIORITY

1. OPERATOR TRAINING POLICY ISSUES

   Company policy on selection program examinations needs to be established.

2. COMMUNICATION BETWEEN OPERATIONS AND TRAINING DEPARTMENT PERSONNEL

   a. Some operators reluctant to review material that they consider unnecessary to examination preparation.

3. REQUALIFICATION PROGRAM, SCOPE, CONTENT, SCHEDULES AND EXAMINATIONS

   a. General scheduling of weekly amount of material presented needs improvement - some weeks too much material, other weeks too little.

   b. Training material presentation sometimes is compressed just prior to the annual examination.

   c. Requal examinations/quizzes questions may be unnecessarily prepared at a higher than required level of difficulty.

   d. Requal examinations appear to be less "operator-oriented" as the years pass.

   e. Answer key is too restrictive.

   f. Grading of examinations is sometimes too strict and "nit-picky".

4. INSTRUCTOR CREDIBILITY AND EXPERIENCE

   No identified issues ranked as being of Low priority.

5. TRAINING CLASSROOM ENVIRONMENT

   a. During Requal, end of week critiques between GSS/GOS and instructors necessary.

   b. Training schedules should be flexible, but should not be changed to fit individual needs, except in emergency situations.

   c. Do we or do we not have a lunch period during the training week.

6. MISCELLANEOUS OPERATOR TRAINING ISSUES

   a. Computer based training - is it viable?

GPU Nuclear

Memorandum

Subject: Operator Training Review Committee

Date: January 7, 1988

From: Manager, Plant Training, OC - H. J. Lapp, Jr.

Location: Forked River 2509/62

To: Distribution

Thank you for agreeing to become a member of the Oyster Creek Operator Training Review Committee. Your management has agreed to your assignment to support this effort.

We are at a point in our history where it is critical for us to continue agressively pursuing excellence. To keep making real progress we must resist getting caught up in ignoring or overlooking issues that are close to us. In order to prevent that we must take a closer look at ourselves - both the training function which delivers the training and our operators who receive it.

Recently someone shared with me a proverb that will better explain the reason why I am forming this group:

> "You can't begin to do things differently until you get to see things differently."

Charter:

Our charter is to identify and resolve issues/concerns with:

1. the overall quality of operator training, and

2. the attitudes held by both operators and instructors towards the training environment.

As chairman of the committee, I will be open to issues impacting on our entire operator curriculum (seven programs). I will encourage you to principally focus on the NLO and LO Requal programs.

To achieve a proper balance and focus, I am organizing the committee to be made up of ten (10) individuals: three (3) representatives from training, three (3) from operations, one (1) who can go either way, and three (3) independents from outside these two groups. The people chosen

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from within Operations and Operator Training were chosen to provide inputs from critical organizational levels who are really affected by the issues we will discuss. In addition, I am asking Mr. Sam Parsons, Manager of Corporate Training, and Mr. Frank Kelly, President of PQS Corporation, to join us as members of the committee.

Mr. Parsons is responsible for the STA training program at OC and TMI and will bring an objective point of view to our efforts while contributing as a former STA. Mr. Kelly is a consultant to the nuclear industry on training, testing, and qualification matters. He has worked closely with our corporation on a variety of projects. I see their roles as bringing us outside prospectives and keeping us honest.

Results to be Achieved:

I expect that the committee will meet about twice a month for four (4) months identifying issues, collecting data, and making recommendations.

Mr. Kelly and I will prepare a report which documents our work and the committee's recommendations to Mr. Fiedler and Dr. Richard Coe. Mr. Fiedler and Dr. Coe will be charged to task their respective organizations to implement the recommendations in a timely manner.

Meeting:

The first meeting will be held on Wednesday, January 20, 1988, at 1:00 P.M. in the Training Department Conference Room.

I realize how busy you are and I appreciate the effort you will make to this important project. So in advance of our first meeting, I want to say "thanks" and look forward to seeing you. If you have any questions, please feel free to call me at Ext. 4050.

H. J. Lapp, Jr.

HJL:ms

cc: Director, OC - P. B. Fiedler
Director, Training & Education - R. P. Coe
Plant Operations Director, OC - J. L. Sullivan